

## **Comprehensive Community Prevention Plan Statewide Native American Coalition**

### **Introduction:**

The Statewide Native American Coalition formed in January 2006 with the purpose of providing a framework to collaborate on the coordination of programs, policies, and practices for Native populations in Nevada. Tribal entities recognized the importance of coalitions, understanding that an effective coalition provides for a coordinated process to address community problems. Coalition funding is provided by the Nevada State Health Division, Substance Abuse Prevention and Treatment Agency.

The Statewide Native American Coalition used the *Strategic Prevention Framework (SPF)* to create this Community Prevention Plan. The SPF Was created by the Substance Abuse and Mental Health Services Administration (SAMHSA) and is built on science-theory, evidence-based practices, and the knowledge that effective prevention programs must engage individuals, families, and entire communities. The SPF's five-step process assists coalition in developing the infrastructure needed for community-based, public health approaches leading to effective and sustainable reduction in alcohol, tobacco, and other drug use and abuse. The five steps are:

Step 1: Assessment- Collect data to define problems, resources, and readiness within a geographic area to address needs and gaps.

Step 2: Capacity- Mobilize and/or build capacity within a geographic area to address needs.

Step 3: Planning- Develop a comprehensive strategic plan that includes policies, programs and practices creating a logical, data-driven plan to address problems identified in Step 1.

Step 4: Implementation- Implement evidence-based prevention programs, policies and practices.

Step 5: Evaluation- Measure the impact of the SPF and the implemented programs, policies and practices.

The Strategic Prevention Framework will offer new directions with statewide and community-focused activities for addressing prevention. It will provide an effective and comprehensive system of prevention services that are sustained, monitored, and evaluated.

### **Step One: Assessment**

This section involves the collection of data to define problems, resources and readiness within a geographic area to addresses needs and gaps. Assessment also involves mobilizing key stakeholders to collect the data and foster the Strategic Prevention Framework process.

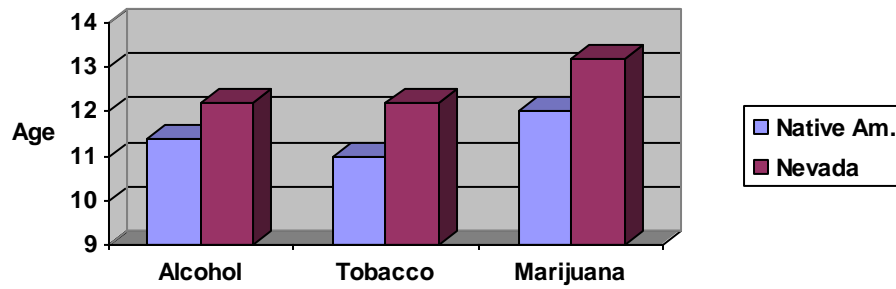
Each regional strategic planning session followed the same process in prioritizing the risk and protective factors, selecting target populations and identifying resources. Many of the same concerns surfaced in all three regions, with some differences due to geographic location of the tribal representatives. The statewide strategic planning session reviewed the information from the three regions and prioritized the following risk and protective factors for the Native populations in Nevada.

## Risk and Protective Factors

<b>Community Risk Factors</b>	<b>Community Protective Factors</b>
Drugs/alcohol are easy to obtain	Opportunities for bonding with and engaging in activities with family, school, and the community
Drugs/underage drinking laws are inadequate or poorly enforced	Anti-drug/anti-underage drinking community norms
Community is Disordered	Community norms on alcohol that de-glamorize its use and restrict its advertisings. Also more awareness of the laws as well as having low prevalence of neighborhood crimes
<b>School Risk Factors</b>	<b>School Protective Factors</b>
Early and persistent antisocial behavior	Academic success
Academic failure beginning in late elementary school	The reinforcement of life skills and drug/alcohol refusal skills. Also having strong student bonds to the school.
Lack of commitment to school	Students have an identity and sense of achievement.
<b>Family Risk Factors</b>	<b>Family Protective Factors</b>
Parental drug abuse	Strong bonds with the family
Neutral or favorable parental attitude toward drug/alcohol use A family history of substance abuse	Parental monitoring with clear rules of conduct within the family unit
Family structure and function problems	Involvement of parents in the lives of their children
<b>Individual/Peer Risk Factors</b>	<b>Individual/Peer Protective Factors</b>
Biological predisposition Shy, aggressive and irritable temperament at a young age Mental disorders Sensation seeking personality and behaviors Low sense of self-esteem Alienation and rebelliousness; anti-social attitudes Early alcohol, tobacco and other drug use Underestimation of the harm of drug/alcohol use Friends who use drugs/alcohol, who favor drug /alcohol use, and /or have anti-social norms or attitudes	Effective Socialization skills Positive peer relationships Self-esteem  Involvement in religious and pr-social activities

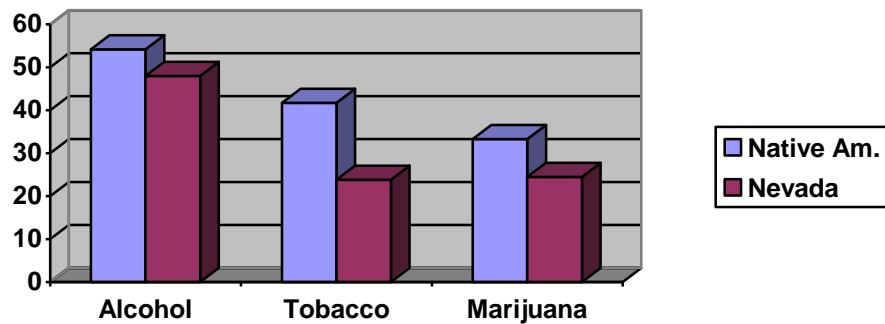
## 2003 Nevada Youth Risk Behavior Survey – High School

**Average Age of Onset**



	Alcohol	Tobacco	Marijuana
<b>Native American</b>	<b>11.4</b>	<b>11.0</b>	<b>12.0</b>
<b>Nevada</b>	<b>12.2</b>	<b>12.2</b>	<b>13.2</b>

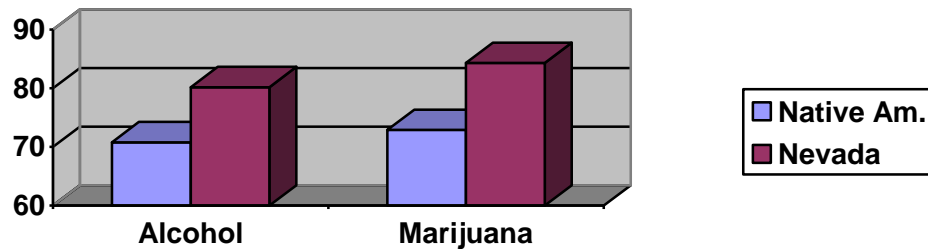
**Pas 30-Day Use- High School Students**



	Alcohol	Tobacco	Marijuana
<b>Native American</b>	<b>54.2</b>	<b>41.7</b>	<b>33.3</b>
<b>Nevada</b>	<b>48.0</b>	<b>23.8</b>	<b>24.5</b>

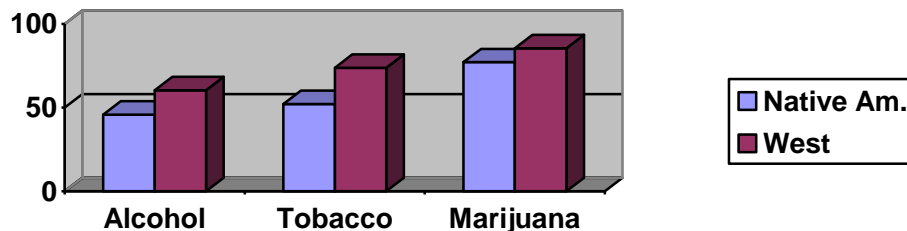
## 2003 Nevada Youth Risk Behavior Survey – High School

**Perception of Parental Disapproval- Percentage of High School students who think their parents would disapprove or greatly disapprove if they binge drink or used marijuana**



	Alcohol	Marijuana
<b>Native American</b>	<b>70.8</b>	<b>72.9</b>
<b>Nevada</b>	<b>80.2</b>	<b>84.3</b>

**Perception of Risk - Percentage of High School students who think that they are at slight, moderate or great risk if they binge drink, smoke or use marijuana**



	Alcohol	Tobacco	Marijuana
<b>Native American</b>	<b>54.2</b>	<b>41.7</b>	<b>33.3</b>
<b>Nevada</b>	<b>48.0</b>	<b>23.8</b>	<b>24.5</b>

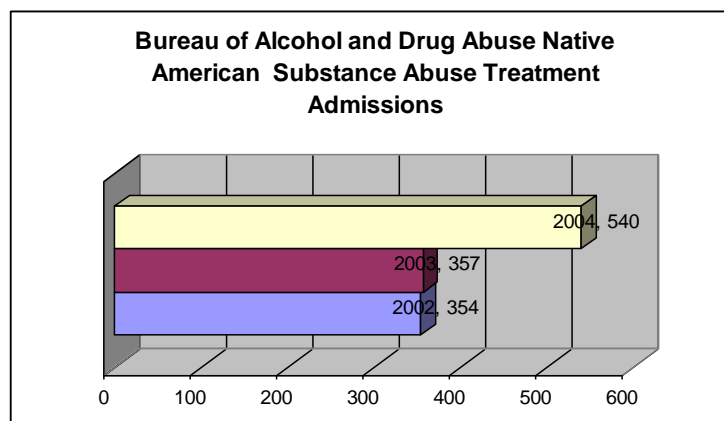
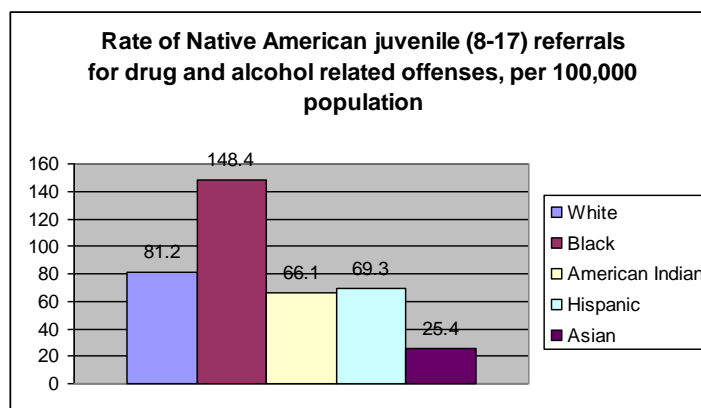
These charts demonstrate core measures of alcohol, tobacco, and other drug (ATOD) use rates, attitudes, and perceptions for Nevada's American Indian high school students:

Nevada population statewide consists of 1.3% American Indian/Alaskan Natives, representing just fewer than 30,000 Native Americans. [1] As with the Hispanic/Latino population, the American Indian/Alaskan Native population grew faster than the total population between 1990 and 2000 – 26.0% as opposed to 13.0% [2] The most common populations include the Shoshone Indians in the eastern half of the state, the Paiute Indians in the Western and Southern areas of the state, and the Washoe Indians in Washoe County. In total, there are 18 federally recognized tribes, bands, and colonies in Nevada.

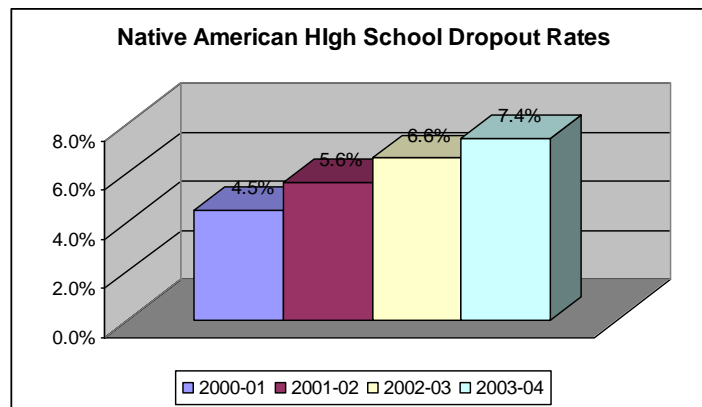
[1] US Census Bureau, 2000

[2] First Nations Development Institute

These data tables provide evidence of the challenges facing Native American youth in Nevada. Indian youth demonstrated substantially greater rates of substance use, earlier age of onset, a lower perception of risk, and a lower level of parental disapproval for all three-core measure substances – alcohol, tobacco, and marijuana. Indian youth are an average of 41.3% more likely to use substances than the total population. Additionally, the age of onset for ATOD is approximately one year earlier than the total population. Only about half of Nevada’s Native American youth think that binge drinking and smoking cigarettes can harm you. Additionally, the Youth Risk Behavior Survey indicates that 18.7% of Indian high school students have used methamphetamines (as opposed to 14.2% of the total population), 18.7% have used cocaine (as opposed to 13.1 % of the total population), and 16.7% have used chewing tobacco in the past 30 days (as opposed to 5.6% of the total population). Almost one-third (31.2%) of Native American youth report that their parents “only sometimes” or “rarely or never” know where they are when they are away from home (as compared to 19.0% of the total population), and over half report that “some, most or all” of their friends use tobacco almost daily and drink alcohol regularly.



Native American youth dropout rates have increased from 4.5% in the 2001-2002 school year to 7.4% in the 2003-04 school year (Nevada Kids Count Data Book: 2003, 2004, 2005, 2006). Participants in the strategic planning sessions indicated that youth are experiencing failure academically in the elementary and middle schools, leading to eventual dropping out by high school students. Additionally, adult substance abuse admission rates have consistently increased since 2002, contributing to the lack of family management and the youth feeling disconnected (BADA, 2004 Annual Report).



Strategic planning session participants also compiled a list of anecdotal data that they feel contribute to the risk factors prioritized. Some of these are:

- Need for cultural identity
  - A distrust of authority
  - Loss of cultural/traditional ways
  - Increase in special education rates
  - Experiencing discrimination
  - Increased methamphetamine usage
  - Unclear laws and inconsistent enforcement
  - Lack of positive role models
  - Poor community support
  - Community denial of problems
  - Poor parenting skills
  - Non-reported domestic violence
  - Both parents are absent
  - Lack of activities in rural areas
- Non-enforcement of “dry” reservations

## Target Populations to Address

Youth, adults and specific systems were prioritized as target populations to address related to the risk and protective factors. Youth in middle school are primarily at risk due to the early usage of substances and academic failure occurring among late elementary and early middle school youth. However, high school youth should not be forgotten, as many of these issues lead to life long adult negative behaviors. Among middle and high school youth, adolescent males are a sub population to be addressed. Most of the aggressive and violent behaviors reported in juvenile data are committed by males.

Three sub populations of adults were prioritized as being target populations: parents, grandparents, and young adults ages 18-22. Many grandparents are taking on the role of parent to children that are being left by both parents, when traditionally the mother would remain with the child. Many more Native American children are also being placed in foster care. The participants stated that reaching the younger adults could potentially change this pattern of behavior.

School systems and tribal systems were also identified as target populations. Many of the issues relating to the youth and adult populations cannot be solved without involvement from these entities. Tribal systems include law enforcement, councils, employees, and the elders. School systems include teachers, administrators, and parents.

## Resources to Address Priorities and Target Populations

Existing		Needed
Tribal youth grants	Funding	Money to address priorities
HHS		Collaborative efforts to secure funding
Federal grants – SAMHSA/Drug Free Communities/WIA		Identification of new funding sources
Tribal stores		Money for new, innovative programs
Tribal taxes		Collaborative focused approach
Community fundraising		
State grants – BADA/Youth Justice/Children’s Trust Fund		
HELP of Southern Nevada		
Catholic charities		
Community Development Block Grant		
Tribal courts	Laws, Policies and Norms	Consistent enforcement of laws and policies
Law and order codes		Establishment of healthy community norms
Tribal law enforcement		Community support of law enforcement
Plenty of traditional knowledge	Organizations and People	More volunteers
Coalitions/Task Forces		More community participation
Tribal social service organizations		More parent participation
Tribal court systems and programs		Child care services
Tribal health clinics		Parenting and family services
Mental health services		Elder support

Traditional tribal groups and programs		Tribal leader support		
Substance abuse services		Qualified professionals		
Educational services		Emergency service organizations		
Parenting programs		Neighborhood organizations		
Community cultural activities		Coordination of services		
Youth programs				
Sports programs				
Housing programs				
Religious/spiritual communities and leaders				
Office of Hawaiian Affairs				
Government representatives – Federal/State/Local				
Youth Councils				
Community Improvement Committee				
Senior citizen programs				
Day care centers				
Existing		Needed		
Tribal newspaper	Information and Referrals	Sharing of information among systems		
Newsletters		Available information to the public		
Resource directories		Comprehensive referral system		
Tribal buildings	Equipment and Facilities	Increased availability of existing facilities		
Schools		Equipment		
Gyms		Transportation		
Clinics				
Federal and state excess equipment				
Community centers				
Golf resort				
Cultural centers				
City parks				

### Program and Services Gaps

<b>Demographic</b>	<b>Geographic</b>
- Not available for all genders and ethnicities - Systems determine who get services	- Mainly in rural areas
<b>Developmental</b>	<b>Sector</b>
- Middle schools, in some areas of state	- Not all sectors are trained - Not all sectors follow through



## **CAPACITY:**

This section involves the mobilization of resources within a geographic area. A key aspect is convening key stakeholders, service providers, and citizens to plan and implement sustainable prevention efforts. This includes the creation of partnerships, ensuring readiness, and building leadership through education and training.

The Statewide Native American Coalition formed after several years of discussion and the completion of a feasibility study. Even though tribes may be members of other community coalitions, it was determined that there are unique needs pertinent only to tribal nations that need to be addressed independently. The Inter-Tribal Council of Nevada took the lead in becoming the umbrella entity for this newly formed coalition.

The three regional planning sessions and one statewide planning session brought together key leaders from multiple Nevada tribes, service providers, and parents to complete the *Strategic Prevention Framework* process. They were educated as to the power of working as a coalition and will be the leadership behind implementing this community prevention plan. Even though many sectors were represented at these planning sessions, they were asked to identify what “community” they represented. The “community” could represent a tribe, a specific tribal entity, a geographic area, an agency, a colony, or a reservation.

The following “communities” from across the state participated in the planning sessions and made a personal commitment to work together to incorporate the recommendations developed by the planning session workgroups.

- ⇒ Lovelock Paiute Tribe
- ⇒ Nevada Urban Indians – Lyon, Washoe, Douglas, Storey Counties
- ⇒ Nevada Urban Indians – Washoe County and Carson City
- ⇒ Pyramid Lake Paiute Tribe
- ⇒ Yerington Paiute Tribe
- ⇒ Fallon Paiute-Shoshone Tribe
- ⇒ Reno Sparks Indian Colony
- ⇒ Ft. McDermitt Paiute-Shoshone Tribe
- ⇒ Walker River Paiute Tribe
- ⇒ Inter-Tribal Council of Nevada
- ⇒ Moapa Paiute Band
- ⇒ Las Vegas Indian Center
- ⇒ Las Vegas Paiute Tribe
- ⇒ Elko Colony
- ⇒ Ruby Valley Shoshone Tribe
- ⇒ Te-moak Tribe of Western Shoshone Indians – Battle Mountain, Wells, Elko, South Fork Bands
- ⇒ Goshute Reservation
- ⇒ Bureau of Indian Affairs
- ⇒ Elko Tribal Court
- ⇒ Juvenile Probation – Lincoln, White Pine, Eureka, Elko
- ⇒ Native American Community Services

## **PLANNING:**

Planning involves the development of a strategic plan that outlines policies, programs, and practices that create a logical, data-driven plan to address the prioritized risk factors. The Statewide Native American Coalition planning process produced objectives, strategies, and evaluation data specific to these three areas, addressing the risk factors through the creation of broad goals.

The partners recognize that the strategic plan provides a unique opportunity to advance prevention and coordinate prevention funds and resources. Long-term change will be realized by pursuit of a shared vision and common goals and objectives that improve the well-being of the state's Native citizens. The expertise and knowledge from multiple agencies, organizations, and key leaders set the foundation to work toward a more cohesive and collaborative system that coordinates and maximizes resources to fill gaps in services and address unmet needs.

### ***Strategic Plan***

Goal #1: Improve youth perception of the value of education				
Objective		Strategy		Evaluation
1.1	Increase opportunities for students' to feel success	1.1.1	Develop creative programs and events for youth to showcase their talents	<ul style="list-style-type: none"><li>▪ Student drop out rates</li><li>▪ Student attendance rates</li><li>▪ Student test scores</li><li>▪ School incidences/expulsions</li><li>▪ Number of programs/events created and pre/post data from programs</li><li>▪ Number of recognition opportunities created</li><li>▪ Process plan to recognize youth and provide incentives</li><li>▪ Number of projects created between youth and elders and pre/post data</li><li>▪ Created common message and number of opportunities to spread the message</li></ul>
		1.1.2	Create recognition opportunities for academic achievement, other than grades	
		1.1.3	Develop a process to recognize youth that value education	
		1.1.4	Support incentives for school success	
1.2	Increase youth exposure to positive Native American role models	1.2.1	Educate and utilize elders to send the message that education is of value	
		1.2.2	Engage motivational Native American speakers to speak at special events to the value of education	
		1.2.3	Create joint projects between youth and elders to promote education and a sense of community	
		1.2.4	Involve community leaders in honoring education at all youth and family events	
1.3	Create a common message for youth related to the importance of education	1.3.1	Create a message demonstrating the difference between education of the past and now	
		1.3.2	Support using Native American educational opportunities to promote common messages	

Goal #2: Improve tribal policies and practices related to alcohol use and abuse				
Objective		Strategy		Evaluation
2.1	Develop a unified broad-based alcohol and drug use/abuse policy statement to be used across all tribal entities	2.1.1	Engage individual tribes to review current policies and codes	<ul style="list-style-type: none"> <li>▪ Youth availability of alcohol</li> <li>▪ Adult and youth treatment admissions</li> <li>▪ Child abuse/neglect reports</li> <li>▪ Domestic violence reports</li> <li>▪ Standards document</li> </ul>
		2.1.2	Develop a set of standards based on healthy behaviors, values and current policies	
		2.1.3	Educate all sectors of the community as to these common standards	

Goal #3: Improve connectedness among all sectors of the tribes and the community				
Objective		Strategy		Evaluation
3.1	Increase opportunities for youth to be connected	3.1.1	Establish youth councils	<ul style="list-style-type: none"> <li>▪ Youth perception of risk</li> <li>▪ Youth perception of parental disapproval</li> <li>▪ Average age of onset</li> <li>▪ Youth 30-day use</li> <li>▪ Youth alcohol and drug offenses</li> <li>▪ Number of youth involved in various opportunities provided</li> <li>▪ Meeting schedules</li> <li>▪ Completed shared information systems</li> <li>▪ Policy developed</li> </ul>
		3.1.2	Educate youth as to commonalities among tribes by providing opportunities for native to native exposure	
		3.1.3	Create mentoring relationships between youth and traditional practitioners	
		3.1.4	Develop opportunities for meaningful community service	
		3.1.5	Create internships for workforce development	
		3.1.6	Collaborate with non-native youth groups	
		3.1.7	Involve youth in the development of programs	
3.2	Increase opportunities for Statewide Native American Coalition partners to communicate	3.2.1	Schedule quarterly face to face meetings in various locations across the state	
		3.2.2	Develop a shared web based information system	
		3.2.3	Develop an inclusiveness policy for the coalition	
3.3	Increase linkages between native and non-native systems	3.3.1	Develop collaborations with non-native groups to reduce isolation	
		3.3.2	Create a communication system among program/service providers	

## **IMPLEMENTATION:**

This section includes the identification of evidence-based programs, policies, and practices to implement to address the strategies outlined in the planning section. This involves taking action guided by the strategic plan.

PROGRAMS that address identified risk factors and are culturally competent to Native populations:

<u>Program Name</u>	<u>Age/Grade/Population</u>
Across Ages	9-13 and grandparents
All Stars	11-15
Class Action	High School
Creating Lasting Family Connections	11-15
Keepin' it REAL	10-17
Leadership and Resiliency Program	14-17
Parenting Wisely	9-18 and parents
Positive Action	5-18
Project ACHIEVE	Middle School
Project ALERT	11-14
Project SUCCESS	14-18
Project Toward No Drug Abuse	14-19
Project Venture	Grades 5-9
Reconnecting Youth	14-18
Too Good For Drugs	5-18
American Indian Life Skills Development	Middle and High School
Strengthening Multi-Ethnic Families and Communities	All youth

POLICIES – ENVIRONMENTAL STRATEGIES that address substance use and abuse among Native populations:

<u>Program Name</u>	<u>Age/Population</u>
Communities Mobilizing for Change on Alcohol	13-20
Community Trials Intervention to Reduce High Risk Drinking	Entire community

PRACTICES that address issues identified in the strategic plan:

<u>Program Name</u>	<u>Age/Population</u>
Coping with Work and Family Stress	18-54
Project Northland	10-14 and parents

## **EVALUATION:**

This section involves measuring the impact of the *Strategic Prevention Framework* and the implemented programs, practices, and policies. The evaluation process is meant to be a tool that provides useful information to help coalitions in their work. Evaluation basically involves collecting, analyzing, and interpreting information about how a coalition implements its strategies and activities and what changes occur as a result.

Plans for ongoing monitoring and evaluation of programs, policies, and practices, including both process and outcome evaluation to determine whether desired outcomes will be met are outlined below and assess effectiveness of the coalition and its initiatives.

Process evaluation will address:

- How closely did the coalition and its members execute the plan
- What types of deviations from the plan occurred
- What impacts did the deviations have on the objectives of the coalition

Outcome evaluation will address:

- What was the impact on the identified evaluation measures
- What programs were associated with outcomes
- What policies were associated with outcomes
- What practices were associated with outcomes

Performance measures will include four core measures:

- Age of onset of any drug use
- Frequency of use in the past 30-days
- Perception of risk or harm
- Perception of disapproval of use by peers and by adults

Data collection tools that may be used:

- Surveys/Questionnaires
- Key informant interviews
- Focus groups
- Participant observation
- Archival/Secondary data
- Document review
- Anecdotal data

### **Functions of Evaluation**

**Improvement:** keeping track of what is or is not working and making necessary changes along the way.

**Coordination:** spending valuable coalition meeting time on brainstorming and problem solving rather than just "show and tell."

**Accountability:** reporting the results of the coalition's efforts to stakeholders, the community, and funders, including what worked, what didn't work, and lessons learned.

**Celebration:** taking time to observe and celebrate hard-won successes.

**Sustainability:** deciding what strategies to let go of, being creative about options for sustaining the work and the coalition, and identifying what must be sustained, what resources are required, and what strategy is the best match. In short, nurturing the life of the group.

## Logic Model

	Priorities	Data Indicators	Outcome	Intervening Variables	Strategies	Activities
Description	Improve youth perception of the value of education	2006 Statewide Native American Community Prevention Plan	Increase opportunities for students' to feel success	Early and persistent anti-social behavior,  academic failure in late middle school and,  Lack of commitment to school	Create recognition opportunities for academic achievement, other than grades  Support incentives for school success Involve community leaders in honoring education at all youth and family events Support using Native American educational opportunities to promote common messages	Program has met with state and tribal key leaders to begin to implement a process in which to address this issue.
Description	Improve tribal policies and practices related to alcohol use and abuse	2006 Statewide Native American Community Prevention Plan	Develop a unified broad-based alcohol and drug use/abuse policy statement to be used across all tribal entities	Alcohol and drugs are easily available in the community or youth believe they are easy to get  And families have problems with alcohol and drug abuse	Engage individual tribes to review current policies and codes  Educate all sectors of the community as to these common standards	Program has met with state and tribal key leaders to begin to implement a process in which to address this issue.

Description	<p>Improve connectedness among all sectors of the tribes and the community</p>	<p>2006 Statewide Native American Community Prevention Plan</p>	<p>Increase opportunities for Statewide Native American Coalition partners to communicate and to Increase linkages between native and non-native systems</p>	<p>People do not feel connected to the communities or feel they cannot make a difference.</p> <p>People feel disconnected from their cultural beliefs.</p>	<p>Establish youth councils</p> <p>Educate youth as to commonalities among tribes by providing opportunities for native to native exposure</p> <p>Develop opportunities for meaningful community service</p> <p>Involve youth in the development of programs</p> <p>Schedule quarterly face to face meetings in various locations across the state</p> <p>Develop a shared web based information system</p> <p>Develop collaborations with non-native groups to reduce isolation</p> <p>Create a communication system among program/service providers</p>	<p>Program has met with state and tribal key leaders to begin to implement a process in which to address this issue.</p>
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